

Parents + Education.

Parents have, on the whole, a curious way regarding the subject
of education. ^{through} more than a quarter of a century, Education
has been pretty consistently & pretty prominently before us.
and many educational leaders have been going forth - but not by
^{however, have, on the whole,} held aloof -
parents, at any rate, not by parents as such. There are
content to almost never see pair play, ^{they believe that until}
thing definite ~~comes out of the ether~~ - the 'Modern Side' the
High School, the Kinder Garten, the Universities' Local
Examinations - ~~parents come in to give the new thing~~
their very hearty & unflinching support, provided it
commends itself to their common sense. In a word,
Education is a commodity subject to its changes in
the market like other commodities. The parent chooses,
pays, has a right to find if he does not get the value of
his money. How the 'goods' are produced is not his
business. If the schoolmaster, or philanthropist, con-
sidered that a deal of trouble to secure for him the
best conceivable article for his purposes, why, so
much the better for him. But, in any case, he does not
feel called upon to interfere with the production, when
the article is marketable, he is ready to deal with parties
& liberality. Well, & as a matter of fact, the education
offered by the schools is a marketable commodity, &
as such, subject to the common laws of supply & demand.
So far, there is nothing to be said against the attitude
taken up by parents. Nevertheless, two fallacies underlie
this commercial view of the ^{matter} thing: (a) That Education belongs

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While some of you must - down best to answer. We hope, too, to achieve at least one cottage field excursion in the summer; & to add to an existing work a Mothers' ^{cottage} Meeting for the consideration of some questions of infant management.

This is, roughly, our programme for the ensuing winter. It may be our way to more work than ~~that~~ ^{we} pledge ourselves to. In instance, we may be able to secure one or two public lectures from educationists. ~~perhaps~~ ^{perhaps} may set on foot work under an Examination Scheme. It has been well said that "the mind can know nothing which it cannot produce in answer to a question put by the mind to itself." By way of ascertaining what one really & definitely knows upon a given subject, questions put by other minds have their use. Possibly some parents will be found willing to undertake a definite course of reading in education & its kindred sciences with a view to examination. ~~But many~~ ^{Further} delightful visions loom in the distance - hardly yet within measurable distance. We may live, as a society, to see ourselves possessed of an educational lending library; may see the issue of educational tracts which should make it easy to disseminate a knowledge of the principles of education as based upon natural law. And who knows but some of you may live to engage our nurses from a training home where women of some cultivation are taught the ^{natural} laws ~~under which~~ in obedience to which a child grows up, healthy, happy, intelligent & good? And, what is equally to be desired, where nursery governesses should learn the why, & the what, & the how to set about it, of their calling.

A little R.B.H. work remains to be done in the common world. Children ^{may} ~~should~~ get quite the most valuable part of their ~~education~~ ^{education} in the open air. They should be on speaking terms with every last quadruped object to be met with in a radius of, say ten or twenty miles of their homes. Every child of eight should know an elm from a beech, any hawk from a dandelion, the male from the female blackbird, & moths from a butterfly. Scientific knowledge is not wanted at this stage, but what Professor Huxley calls "common information" - which, by the way, is not ~~very~~ too common - It is from his parents the child should get this sort of information, ~~for they~~ ^{for they} know how eagerly every child listens to the lore of the fields & how shall we teach what we do not know, & do we not all wish to extend our acquaintance in this direction? There is more work for the R.B.H. A couple of field excursions every year under the lead of an ornithologist, with opportunities for asking questions, note book, & blotting pads for specimens, should give us at least as here is but few acquaintances every year. What we may in our turn introduce to the children. & that is more, should initiate us into that art of seeing, which is, beyond comparison the most valuable acquirement - we have it in our power to open the eyes of our children to the world as it is, & not as they see it.

The more valuable agreement is in
The programme for Section B. - working men & their wives.
Should be in the principle the same as for A. The selection
of large meetings must be fewer, because there are no
less 'leisured' members of the Society. We should have two
winter meetings, with addresses or papers dealing in a practical
popular way with some topic connected with sanitation, morals,
or the religious bringing up of children. Here we shall doubtless
get very practical discussion of the paper, & every likely, timely
question will be propounded in the spirit of the movement which

is the minyng cut by that treacherous boy who had a
- clay 'up' for his holidays; & cut the labyrinth - kept us out
by after generations of Winchester boys - wrote 'Dulce Domini',
spined, & pinned, & one day, crawled down to sit under
the great elm by the river-side, at the point now called
Domini Wharf, & the tree was called the Domini tree, for
that unhappy schoolboy laid him down &
died: thus, the legend, & but the antiquaries
say, that the minyng was one of those 'chemins
de Jerusalem' continued by the priests for the
punishment & punishment of those who shirked
work to go on pilgrimage.
